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ABSTRACT

The article presents suggestions for using English language newspapers in teaching English to speakers of other languages (ESOL). The format of a typical American newspaper is described first. The types of text found in a newspaper are: (1) Technical Material (headlines, tables of contents, mastheads, etc.), (2) Short Material (want ads, squibs, weather reports, etc.), and (3) Long Material (full length articles, editorials, regular features, etc.). On the basis of the three types described, sample reading tests are presented with learning exercises, vocabulary material, and testing procedures. The sample texts include two want ads and one full length front page article taken from two Minneapolis-based newspapers. (Author)

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Charles J. James

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Charles J. James. Front Page to Want Ads: Reading Newspapers in the ESOL Class.

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ABSTRACT

The article presents suggestions for using English language newspapers in ESOL instruction. The author begins with a description of the format of a typical American newspaper. The types of text found in a newspaper are: 1) Technical Material(headlines, tables of contents, mastheads, etc.), 2) Short Material(want ads, squibs, weather reports, etc.), and 3) Long Material(full length articles, editorials, regular features, etc.). On the basis of the three types described the author presents sample reading texts with learning exercises, vocabulary material, and testing procedures. The sample texts include two want ads and one full length front page article taken from two Minneapolis-based newspapers. The reader is referred to ERIC Document ED 096 849 for general information about the use of magazines and newspapers in the foreign language classroom.

Introduction

In most modern industrial and commercial societies, a major source of information about daily events and of communication of ideas is the newspaper. In highly technological societies, such as the United States and Western Europe, such communication is being supplanted by radio and television, whereas in more underdeveloped, that is, less literate societies, word of mouth is still the major source of news. However, newspapers are important reading material in both types of societies.

For foreign students at universities, newspapers represent perhaps the bulk of the personal reading that most of them may do on a daily basis. Because of the variety of material to be found in an average American newspaper, and because of the brevity of most news articles, newspapers offer an easy link with the immediate culture surrounding foreign students. Unless students are literature majors or highly fluent in written English, most will not read novels, plays, poetry, or even periodical news magazines. The newspaper is thus the only consistently available reading "break" in a routine of textbooks, professional journals, and class notes.

The purpose of this paper is to analyze the reading skill as applied to American daily newspapers. There have been attempts in the past to examine the role of newspapers in the foreign language curriculum. Lange(1969) describes the various functions of newspapers within the teaching of reading and culture, especially with reference to French, German, and ESOL. He suggests how intensive reading in the foreign language can be accomplished through use of journalistic material. He also suggests how extensive, broader reading comprehension might be attained by use of reading guides, leading questions, and content explanations, without direct control of the teacher, with newspapers and magazines as the basis. He further discusses the reinforcement of structural learning, awareness of style, and preparation for writing tasks, as well as the amount of cultural information to be found in newspapers. In a similar vein, Guthschow(1969) gives the history of the use of current periodical literature in the foreign language curriculum in German secondary schools, vis-à-vis the traditional concept of "reading" as meaning belletristic literature exclusively. He discusses those journals which are designed

for teaching English to speakers of other languages, specifically to speakers of German. Both of the articles, however, give little indication as to how newspapers can be presented to a class of non-native speakers of the target language, nor do they go into any detail as to precisely what kinds of journalistic material are best suited to a given class of learners.

Dacanay(1963) on the other hand, does give suggestions on how to use a newspaper article as the basis for teaching reading, specifically to young learners. Seely and Day(1971) go into great detail on how to use newspaper headlines to teach reading and culture to high school and college students of Spanish. They present genuine headlines from actual Spanish-language newspapers, with suggestions for classroom use, student supplementary activities, and evaluations of reading comprehension.

It is this author's intention to expand upon the ideas in Dacanay and in Seelye and Day, to suggest further uses and practical hints for teaching reading through newspapers in ESOL classes.

The population for these activities is the large group of foreign students on American college and university campuses. The group is heterogeneous in language background, and comes to the campus with at least minimal acceptable listening, speaking, and reading skills. The purpose of the activities is to give them small, measured amounts of newspaper reading until such point as the students feel independent enough to read, understand, and use the information found in newspapers. Certain motivational factors should be on their side, primarily the fact that they are surrounded by the English-speaking environment and must learn to communicate with it, even if they are motivated solely by academic pursuits and contacts only with fellow countrymen outside the classroom.

American Newspaper Format

The American newspaper is in many ways unlike its counterpart in other cultures. A superficial glance at the front page will establish this. Type sizes may range from very large for headlines and mastheads, down to the small type faces used in articles and advertisements. Rarely do articles of major importance begin and end on the front page. They are begun, frequently next to a key photograph with a summary caption, run for a column or two, and then continue on a later page. Many newspapers put tables of contents and capsulized summaries of chief news items on the front page, along with weather reports, sports activities, and phone numbers for various newspaper services. On indide pages it is rare to find an entire pagge without those space-gobbling advertisements("ads"), which of course contribute greatly if not substantially to the very financial existence of the newspaper. In other words, American newspapers expose readers to a variety of visual stimuli in as small and as economical space as possible, while still providing news, factual information about community events, and bases for forming opinions about daily event.

Although there are many ways to classify the material in an average daily newspaper, the following major classifications will be used for this paper. Each classification has certain characteristics which give unity to the material categorized into it and which separate it from the other two classifications. The classifications are: 1) Technical Material, 2) Short Material, and 3) Long Material. They are based primarily on their function, as well as their physical length, within the newspaper.

1) Technical Material comprises headlines, photograph captions, tables of contents, mastheads, column headings, and datelines. These make up the "skeleton" of the newspaper. They are the guides which help the reader discover where certain kinds of reading material are located, and in the case of headlines and photograph captions, which items will have the greatest immediate interest. It is thus possbile to gather a substantial amount of information about the content of the newspaper from such material.

2) Short Material comprises advertisements("ads"), want ads, weather reports, entertainment listings, stock-market tables, scores from sports events, and squibs(short pieces of almanac information put in to fill up a blank space). These are highly specific in theme, easily detached in context from the rest of the paper, each usually with a restricted vocabulary and frequently elliptical sentance structure. They are also the home territory of whole families of abbreviations typically used by newspapers to communicate continually recurring words and ideas, and to save space and printer's ink.

3) Long Material comprises full length feature articles, editorials, letters-to-the-editor, fictional stories, and on a continuous-these basis, cartoons and comics. Each forms an integral news item or segment of a recurring thematic item. Although each may have a unique context, they usually rely upon the reader's familiarity with other related events and general vocabulary outside the single newspaper issue. Thus, unlike Short Material, Long Material cannot be readily detached from its context, and unlike Technical Material, it does not guide the reader's attention. Rather it supplies the reader with the facts, ideas, and opinions being currently expressed in the actual world.

Summarizing the functions of each type of material, then, Technical Material guides the selection of reading material, Short Material supplies specific data of interest to a limited audience, and Long Material informs and stimulates opinions.

When reading skills in connection with the newspaper are mentioned, only what is termed "Long Material" is usually meant, possibly because of its resemblance to literary prose. All three types of material, however, contribute greatly to the understanding of the foreign language culture, and should be dealt with for the themes and vocabulary they present to the learner.

Texts, Exercises, and Tests

This section will deal with examples for the classroom teaching of each classification of newspaper reading material. Although each is an example of only one kind of material within a classification, the principles presented are transferable to similar kinds of materials. Thus the reading of want ads could be transferred to the reading of commercial advertisements, and the reading of full length articles could be transferred to the reading of editorials.

The newspapers from which examples are drawn are the Minneapolis Star and the Minnesota Daily. The latter is the student newspaper of the University of Minnesota. Because newspapers in different localities differ from those in others, the teacher is urged to make whatever changes are needed to make his or her exercises conform to the newspaper format being used, to the kinds of materials being chosen, as well as to the needs and interests of the student group being taught.

It is assumed that the students for which these materials are prepared have the basic listening, speaking, and reading skills, that is, they are able to follow nomnal spoken English speech with relative ease, and have been trained in English letter combination recognition and basic reading comprehension skills. On the basis of proficiency tests, the teacher can determine which materials to begin with.

1) Technical Material

In order for a foreign student to read an American newspaper intelligenblty, he must first know what it contains, where the conetnts are located, and bow to identify in terms of vocabulary the things he wishes to learn from the newspaper. By trial and error he may come to know where editorials, television and radio listings, weather information, and "Bear Abby" are located, but it is more economical if he is shown where everything is and how it is organized, at the outset, especially if his native language culture uses a newapaper format that is dramatically different from the American(Hebrew, Arabic, Chinese, etc.)

For the teaching of headlines and photograph captions, the reader is directed to Seelye and Day's article on the reading of headlines in Spanish. Much the same approach applies to teaching headlines in ESOL classes. The reader should note that the vocabulary in headlines not only indicates what the following article is about, but also what kind of cultural information is supplied. This will help the student identify which themes the newspaper editors, and indirectly the culture behind the newspaper, consider important to transmit to the reading public.

The following exercise is intended to familiarize the foreign student student with the vocabulary used to identify newspaper items. It should be done orally, with the student at first following the printed text as the teacher reads it aloud, and then with the student reading it aloud. The teacher should bring an actual issue of the newspaper to class in order to point out what is being discussed. The important vocabulary should be underlined, as in the sample text given, or be written out by the student in a notebook. The former approach can be used if the teacher feels that the student's basic reading skill is sufficiently developed to make note taking on this subject superfluous. The latter approach can be used to be on the safe side: students learn best when as many psycholinguistic functikns are bought into play as possible. If the student sees the printed word, hears it spoken, is asked to repeat it aloud, and then write it in his won handwriting, it will be retained longer than merely reading and hearing it.

After oral presentation, and discussion nf new and unfamiliar words students should be checked on their comprehension of the vocabulary presented. This can be done by a series of fcatual questions, calling for simple one-word or one-phrase answers. If done in class orally, the questions should refer to the newspaper at hand in the classroom. If written, prior oral practice in the same kind of question should be down, because of the difficulty in reproducing acutal newspaper pages in print and/ or drawing.

The teaching of technical aspects of newspapers usually takes one part of a single class period, with the exception of headlines, which can take place as a continuous daily exercise. Because the other two classifications require prior knowledge of the terms identifying material in them, most of the Technical Material can be learned by continuous practice, but should be discussed before dealing with the other two.

2) Short Material

American newspapers thrive on abbreviations and ellipses. If every advertisement, want ad, stock-market entry, and movie listing were written out in complete words and sentences, a newspaper would be physically unwieldy, boringly repetitive(at least optically), and exhorbitantly expensive. It is therefore no surprise that the major problem in reading Short Material is the deciphering and comprehension of abbreviated words and elliptical structures. The exercises here will show how this skill might be developed effectively, using classified advertisements("want ad") as examples.

Want ads are generally separated into their own section of the newspaper. They are arranged according to subject classifications for the things or services to be sought, bought, or sold. Some newspapers arrange such classifications in alphabetical order(Apartments, Autos, Houses, Misc. etc.) Others give a classification a code number and arrange the ads in numerical order. Before looking for a particular want ad, the teacher and student should peruse the entire section to determine its classification structure, if a table of contents is not provided.

Once the particular column is located, the isolation of a particular want ad can begin. In a language class it is best to begin by distributing either original copies of one or more want ad pages, or ask students to bring a particular issue to class. Otherwise various forms of duplication are available, the simplest being for the teacher to type a dozen or so want ads of interest and ditto them.

A single ad should be isolated(See Text 2). Initially the teacher should "expand" it, first by merely xhsubstituting full words for abbreviations, then by filling out complete sentences and dieas. After expanding two or

three wantxads from the column, the teacher should ask the students to read silentIy one ad. Then one student should expand it orally by substituting full words for abbreviations, then putting these words into sentences. The ultimate activity here would be for a student to tell in his own words what a given want ad says without the intermediate step of deliberately deciphering each abbreviation and ellipsis.

During these activites students should keep a list od commonly used abbreviations from the newspaper for future reference. The list should be written by topic, since many abbreviations are used exclusively in only one kind of want ad column. Also the vocabulary for many items may require extensive explanation in terms of cultural awareness of what the vocabulary items imply to the newspaper reader. Buying an automobile, for example, requires a whole range of highly specific terms such as "horsepower," "power steering," "Air conditioner," "white wall tires," and the like, which may not be in the experience of many students. Looking for an apartment requires understanding of how American apartments are designed, and how, of course, Americans live in apartments. The simple word "efficiency," for example, when used in want ads for apartments, is not quite as simple to understand as its dictionary definition might seem. The same goes for ads for apartments and rooms in Germany or France.

After sufficient controlled expansion of selected want ads has been practiced the students can be assigned to read through any page of want ads, check those that attract attention and be ready to report on these in class. Before a student begins such a report, he should be allowed to ask for explanations of any words or structures that are new or in unusual configuration. Such explanations should be made for the entire class. Then the student should discuss what he has found in the ad, explaining what the object or service is for sale or rent, what specific characteristics it has(size, color, location, etc.) what price is requested, and how the reader can obtain more information about the object or service(address, phone number, etc.)

Tests for comprehension of want ads should take one of two forms. Either a vocabulary test of isolated terms may be given, or a sample want ad should be presented for the students to expand into full sentences or phrases, followed by a series of factual questions about the want ad. In the vocabulary test an item should be given under the classification rubric where it typically appears. The abbreviation "1 br.," for example, will rarely if ever be found in a want ad about a Plymouth. It should be listed with other terms directly related to the rubric "Apartments for Rent." Words which appear in several different columns could be grouped together under a rubric such as "General Vocabulary," although it should not take long for students to read "immediately" for "immed." "condition" for "cond." or "minute" for "min." Phone numbers, addresses, and prices should also require little explanation.

The reading of want ads does not have to take a great amount of time. It can be spread out over a semester or quarter as a continuing kind of exercise alternative to the more involved activities of reading longer prose or professionally oriented material in the ESOL class. If the teacher sesnes a need at the beginning of the term for intensive training in reading want ads, because of student requirements for locating housing, furniture, or transportation, it can be done efficiently by determining which items are of greatest interest, giving the students a list of the most important abbreviations, and spending as much time as necessary examining with students the material they need to understand quickly.

The principles just outlined apply equally well to the reading of full length commercial advertisements("ads"), weather reports, sports announcements, and other reading material with a highly specialized vocabulary and recurring abbreviations.

3) Long Material

Long Material makes up the bulk of the "news" content of a newspaper. Most of the articles of various lengths and styles are examples of Long Material: front page lead articles, editorials, feature columns (such as Ann Landers and Art Buchwald), special feature items(Sunday supplement), and letters-to-the-editor(which are in reality "articles" written by the readers). Cartoons and comics are included here, since they either highlight in a humorous was some aspect of the news and the people

in it, or they tell a continuing story. These may be characterized as having one major theme or point of interest which is elaborated by one or more subthemes depending on the length and importance of the article. Although the language of such material avoids strictly colloquial terminology(except for comics and cartoons), the demands for space and the desire to reach as large a segment of the population as possible cause newspaper editors to use straightforward and unembellished language. As a result the vocabulary and structures in Long Material generally represent the most current level of development in contemporary English usage to be found in any writing in America.

The following exercises show how reading a standard newspaper article might be simplified for foreign students(See Text 3).

Begin with a front page news article, preferably one with national or international orientation. This will reach the greatest number of students, since they contain opinions which bear heavily on previously reported facts and analyses of the news. As such they are more difficult to comprehend wi without setting up the context in which they were written.

Rewrite the article so as to capsulize in as few sentences as possible one main idea in the article. If the teacher feels that the students will have trouble with involved English syntax, he or she may wish to rewrite a portion of the article in simpler sentences.

The condense article should be distributed to the students. Any words known to be unfamiliar or in an unfamiliar context should be underlined or glossed. Because accurate comphrehension builds upon listening and speaking, the passage should be read aloud, first by the teacher, then by the individual student. Vocabulary items should be explained as necessary, by anohter student if possible, otherwise by the teacher.

To test comprehension, a series of factual questions should be appended to the text. Brief answers, either as phrases or as complete sentences, should be el icited orally at first, then later as a written test exercise.

After several such condensed texts have been presented, a full, uncut article may be examined. This may be in the form of a newspaper clipping, if enough copies of the specific newspaper issue are available, or a typed duplication of the article. Ultimately a student should be able to read any factual news article with at least complete linguistic comprehension, if not complete knowledge of everything the article talks about.

Although writing is not the subject of this paper, it is a natural follow-up to the reading skill. If students have an object to sell or need some special service, they will need to know how to condense the description of the object or service to economical size. Most newspapers automatically supply the appropriate abbreviations for the customer, but he must know what information is essential for a want ad to be effective.

In addition some students may wish to write a letter to the newspaper, or as is frequently the case with university newspapers, write a full article or editorial on a subject of interest to other foreign students or to the American community at large about student concerns. Experience in reading the American newspaper makes the job of writing either a want ad or an article a less time-consuming task. Reading the newspaper also gives the student a better understanding of the culture with which he would other have weaker contact if he were able to communicate only with the oral skills.

Text 1

0) Objective: Students demonstrate understanding of the basic vocabulary of the American newspaper by reading an essay on the newspaper and then answering ten factual(who, what, when, where, how) questions about the essay vocabulary.

1) Teacher's instructions: This is a vocabulary building exercise, using a brief presentation(oral) on the layout of the American newspaper, done with an actual newspaper as a visual aid. The words being taught should be written on the board as they occur. The students should be urged to write these into a notebook. The significant words are underlined in the text, but may require further explanation.
The teacher should read the text first aloud to the class, then ask a single student to read a paragraph. If there are unfamiliar words which require discussinn or explanation, these should be taken up as they arise. Following the reading of the text, questions should be presented to check comprehension.

2) Student's text:

Although there are differences in American newspapers from city to city, most have the same characteristics. Most big cities have papers that come out daily, with a morning and an evening edition, although both editions have the same basic news items. The daily newspaper usually has only two sections. The Sunday edition, however, may have many sections, each devoted to a single aspect of the news.

On the front page are found the chief news stories of the day, each summarized by the headline, printed in large type above the story. In addition the front page usually contains a table of contents, listing the page numbers of other major parts of the paper. It may also have a brief weather report.

Usually in the middle part of the newspaper is the editorial page. An editorial is an article or essay which presents the personal opinions of the editor or the publisher about a particular event in the news. Otherwise most articles in the paper do not contain opinions or views of the newspaper staff, just the facts about whatever event is reported. On the editorial page are also one or two satirical cartoons, based on some story or incident though not necessarily related to the editorials printed next to it on the page. Most newspapers also print letters with opinions, comments, complaints, etc. from readers who send them to the newspaper. Not surprisingly, these are called "letters to the editor."

On the page following the editorials are the comics, also called "the funnies." These short cartoon segments are humorous and entertaining, and usually appeal most directly to children or young people, although some are written for adults(Li'l Abner, Peanuts, etc.)

Following the comics is the sports page. Information about various sports events is given here, as well as the scores and results of events already played.

The last few pages of a newspaper contain the classified advertisements most often simply called "want ads." These are short announcements put in by people who want to buy, rent, or sell something. Just about anything can be advertised there: Automobiles, houses, apartments, radios, cameras, books, jobs, etc. These want ads are arranged acoording to subjects, with a short heading for each subject.

Almost all newspapers contain many commercial advertisements or "ads." A store or company buys space in the paper to tell what products or services it has for sale. These ads are very short and fit into the column of print next to the other news, or they can cover an entire page or part of a page and be separated by a border from the rest of the paper. Newspapers earn a lot of money from these ads, which explains why there are so many of them. Ads are usually found anywhere in the paper except on the front page.

3) Test questions:

a. How often is a newspaper printed? How often does it come out?
b. What is on the front page?
c. Where is the editorial page usually found? What is on it?
d. What are the "funnies?"
e. Where can you find the scores of football games played?
f. How many sections does the daily newspaper usually have?
g. What does a "headline" do?
h. If you want to express your own opinion about something in the newspaper, how can you do it?
i. If you want to sell something, how can you do it through the newspaper?
j. Arrange the following words in the order in which you find the items mentioned in the newspaper:
letters-to-the-editor, want ads, front page.

Text 2

0) Objective: Students demonstrate understanding of a standard newspaper "want ad" by (1) expanding abbreviated words and symbols into complete words and phrases, and (2) retelling briefly what the ad says by changing the (expanded) text into one's own words. This can be done either orally or in writing.

1) Teacher's instructions: With want ad pages present, or with a typed reproduction of want ads, expand one or two single ads from the same column. Then ask a student to try it himself. Put accumulated abbreviations and terms on the blackboard. Ask students to take notes. Use sample format for expanding and testing given below. Oral presentation.

2) Sample want ad expansions

(Actual want ad text):
1 BR security, carpeted, AC, 2612 Pillsbury, 432-7008, 823-8318

(Expanded abbreviations):
One bedroom apartment, security system, carpeted, air conditioning, address 2612 Pillsbury, phone numbers 432-7008 and 823-8318.

(Expanded sentences and ideas):
There is a one bedroom apartment for rent. It has probably a kitchen, bathroom, living room, and one or two closets. The apartment building has a security system: only people with a key can get into it, unlces someone inside lets them in. There is air conditioning in the apartment. The address of the apartment building is 2612 Pillsbury. The phone numbers to call are 432-7008 or 823-8318.

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(Actual want ad text):
NEW EFF cptd, will furn.pkg.close in. $135.Oct 31, 378-1905 after 5.

(Expanded abbreviations):
New efficiency apartment, carpeted, will furnish, parking close in, rent $135 per month, move in October 31, phone 378-1905 after five o'clock in the evening.

(Expanded sentences and ideas):
There is a new efficiency apartment for rent. It probably has one large room which serves as bedroom and living room, with a kitchen next to it. The bathroom and closet are separate rooms. The manager is willing to furnish it, although it is probably an unfurnished apartment. Parking for cars is close by, but apparently not reserved for apartment tenants. The rent is $135 per month. You can move in as early as October 31. Phone 378-1905, but only after five o'clock in the evening.

3) Test questions:

Expand the following want ad, removing all abbreviations, replacing them with complete words and phrases. The want ad comes from the column marked "Apts. Unfurnished" +)

RSVLE 1 br wlkout in lrg 2 yr old unit. Sec syst. air cond.indr pool, sauna, lease thru Aug 72. Rent discounted. 633-0339 MWF eves.

Answer the following questions about this want ad.

1. How many bedrooms does the apartment have?
2. Is the apartment bulding small?
3. How old is the apartment building?
4. What additional conveniences does the apartment have?
5. If you moved into the apartment in August 1971, how long would you have to pay rent there?
6. Does the want ad say how much the rent is?
7. What do the abbreviations "AC," "sec syst." and "indr pool" mean?

+) The expansion should look like this:

One bedroom apartment in Roseville, in large two year old building. Security system, air conditioning, indoor pool, sauna, lease through August 1972. Phone 633-0339, Mondays, Wednesdays, or Fridays in the evening.

Symple vocabulary quiz

In a want ad column, dealing with "Autos for Sale," what do the following abbreviations stand for? Substitute complete words or phrases.

dr.
eng.
PS
hp.
ht.
AC
WW
htr.
PB

The following list gives the more common abbreviations found in want ads in the Minneapolis Star and the Minnesota Daily. The items preceded by a +) may require explanation for most foreign students.

"General Vocabulary"

lo
hi
thru
nite
rite
lite
min.(=minute)
sec.(=second)
st.(=street)
ave.
mi.(=mile)
lge., lrg.
sh(r), (=share)
w.(=with)
yr.
etc.etc.

"Autos for Sale"

trans.(=transmission)
whls.(=wheels)
WW(=white walls)
eng.(=engine)
auto.(=automatic)
dr.(=door)
ht.(=hard top)
+) PS(=power steering)
AC(=air conditioning)
+) PB(=power brakes)
hp.(=horse power)
htr.(= heater)
std.(=standard)

"Apartments, Unfurnished/Furnished"

apt.(=apartment)
mo.(=month, per month)
M ... F(=male ... female)
cptd.(=carpeted)
+) dplx.(=duplex)
+) ls.(=lease)
pkg.(=parking)
bldg.(=building)
rm.(=room)
+) eff.(=efficiency)
util.(=utilities as part of rent)
br., BR(=bedroom ... plus bathroom, living room, and one or more closets)
mgr.(=manager)
+) 5xx(=500 block of street)
sec. (=security system)

Text 3

0) Objective: Students demonstrate reading comprehension of printed news article by answering a given number of factual questions with short answers.

1) Teacher's instructions: This is a reading exercise to get students to pick out important facts from a newspaper article. The teacher should read the condensed article once aloud to the class. Then single students should be asked to read one paragraph at a time. If vocabulary difficulties arise, these should be handled quickly but completely. However, extensive explanations should be avoided so as not to distract from reading task. The questions in the testing phase may be handled orally after the complete reading of the text. Short answers should be elicited, although complete sentences may be requested to check on grammatical accuracy of the answers. The basic purpose of this exercise, however, is to improve reading comprehension of a newspaper article. Once several condensed articles are used, a full length uncut article may be read in the same way.

2) Student's text: Text is taken from The Minneapolis Star 91, ccciv(November 14, 1969): 18

CAPE KENNEDY, Florida — America's three-man Apollo 12 crew successfully blasted off on the second mission to the moon today, despite a last-minute thunderstorm that may have jolted the rocket with a lightning bolt.

The thick squall had threatened until the final moments to delay the flight of Navy commanders Charles Conrad, Alan Bean, and Richard Gordon.

Shortly after the rocket disappeared into a heavy rain cloud, there was a very definite flash in the sky. It looked like two or three quick flashes to observers on the ground.

The Apollo 12 spacecraft entered earth orbit twelve minutes after launch at 10:34 a.m., Minneapolis time.

President Nixon, his wife and daughter, as well as Vice-President Agnew and his wife were among the estimated half million persons who watched the dramatic blast-off at Cape Kennedy.

Conrad and Bean are scheduled to touch down on the moon at 12:33 a.m. Wednesday, in the lunar landing module, named "Intrepid" while Gordon remains in the command ship, names "Yankee Clipper," which will fly at an altitude of from 62 to 76 miles above the surface of the moon.

They will stay on the lunar surface for 31 hours, as contrasted with the 21 hours which the astronauts of Apollo 11 spent on the moon.

They will leave behind a package of instruments for scientific measurements, which contains a radio unit to beam the information gathered back to earth. The power supply will allow the package to operate for more than a year.

The moon explorers are equipped with two hammocks and blankets so they can sleep during their rest periods on the moon.

(Article copyrighted by the Minneapolis Star, 1969)

3) Test Questions:

a. How many men are aboard Apollo 12?
b. What are their names?
c. Have men gone to the moon before? How many times?
d. What happened to the rocket as it disappeared into a rain cloud?
e. What time did the Apollo 12 blast off?
f. Who watched the blast off at Cape Kennedy?
g. When will(did!) the men land on the moon?
h. What is the name of the lunar landing module? The command ship?
i. How high will the command ship fly above the moon?
j. How long will the men stay on the moon?
k. How long did the men of Apollo 11 stay on the moon?
l. What will the men of Apollo 12 leave behind on the moon?
m. Where(How) will the men sleep while on the moon?
n. The three men of Apollo 12 are referred to in the article by four other titles. Name three of the four.
(Answer: crew, commanders, astronauts, moon explorers)

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